

The Influence of Aspects of Interpersonal Skills, Compensation, and Teacher Performance at Madrasah Aliyah Manado

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Abstract: Many environmental factors can affect teacher performance, three of which are as follows: 1). Principal leadership is the effort of an individual who is trusted as an organizational leader in the school that influences its members including teachers, staff/employees, students, and school committees to realize an educational goal. This research is a survey research that uses a quantitative approach. This quantitative method is a scientific or scientific method because it has fulfilled scientific principles, namely concrete or empirical, objective, measurable, rational, and systematic. In simple terms, there is a positive and significant effect between interpersonal skills and the performance of Madrasah Aliyah teachers in Manado City, where $Y = 36.91 + 0.534X_1$ and the hypothesis value is $0.00 < 0.05$.

Simply put, there is a positive and significant effect between compensation and the performance of Madrasah Aliyah teachers in Manado City, where $Y = 39,079 + 0.541X_2$ and the hypothesis value is $0.00 < 0.05$.

Simultaneously there is a positive and significant effect between interpersonal skills and compensation on the performance of Madrasah Aliyah teachers in Manado City, where the formula $Y = 27,583 + 0.361X_1 + 0.412X_2$ and the hypothesis value is $20.38 > 4,009$ or $F\text{-count} > F\text{-table}$.

Keywords: performance, skills, compensation, madrasa teachers.

INTRODUCTION

Teacher performance is the work that can be achieved by a teacher in an educational institution or madrasa in accordance with the duties and responsibilities in achieving educational goals (Asf and Mustofa, 2013:155-156). The success of a teacher must meet predetermined criteria, if the teacher has met these criteria, it means that a teacher can be said to be successful and has good quality. On the other hand, if a teacher does not meet the criteria, then the teacher cannot be said to be successful.

Factors that affect a person's teacher performance can come from within the individual itself such as motivation, skills, and also education. There are also factors from outside the individual such as the work climate, salary level, and so on (Asf & Mustofa, 2013: 160).

Many environmental factors can affect teacher performance, three of which are as follows: 1). Principal leadership is the effort of an individual who is trusted as an organizational leader in the school that influences its members including teachers, staff/employees, students, and school committees to realize an educational goal.

2). Principal motivation, in the form of an encouragement given by the principal to teachers to be more active in carrying out teacher performance which includes planning, implementing, and evaluating.

3). A conducive climate, where classroom management is good, capable of arranging good facilities and infrastructure, as well as relationships between teachers, students, employees, and principals that can make the school atmosphere pleasant. This can create feelings of pleasure and enthusiasm for teachers who are carrying out their duties. The principal is very important in determining the success of a school.

Based on this description, there are many things that affect the improvement of teacher performance. In this study, it is more focused on the interpersonal skills of the madrasa principal and the provision of compensation. This is considered important because having interpersonal skills makes it easier for the head of the madrasa to arouse teacher motivation so that his performance increases, as well as providing compensation which can improve teacher performance because compensation is an award for the work done by the teacher.

If it is associated with research conducted by Fariz Ramanda Putra (2013) that increased performance can be influenced by the work environment and interpersonal skills. It takes a madrasa principal who has interpersonal skills that can motivate teachers to improve their performance.

Research conducted by Hastuti, Pradanawati, and Dewi (2012) shows that one of the factors that influence employee performance improvement is employee compensation. Compensation is one of the supporting factors in improving teacher performance. For this reason, it is necessary to have a good compensation system so that it can be used as a driving factor in improving teacher performance.

Based on the results of these studies, researchers are encouraged to conduct research that is seen from aspects of interpersonal skills, compensation, and teacher performance. To clarify the results of the study, further testing is needed on how it is implemented in Aliyah madrasas in the work area of the Ministry of Religion Office of Manado City.

Based on the results of initial observations at Aliyah madrasas in Manado City, it shows that there are still many teachers whose performance is not optimal, the indications are that they often come late, some even do not come to work. In addition, teachers do not properly prepare learning tools such as: lesson plans, teaching materials, so that learning is not optimal. There are also teachers who have lesson plans and teaching materials but do not make improvements in accordance with curriculum developments. Based on this description, the problem can be overcome if the madrasa principal has interpersonal skills which can respond to the wishes of the teachers in connection with the implementation of the work and provide compensation as a form of appreciation for the work done by the teacher.

RESEARCH METHODOLOGY

This research is a survey research that uses a quantitative approach. This quantitative method is a scientific or scientific method because it has fulfilled scientific principles, namely concrete or empirical, objective, measurable, rational, and systematic. (Sugiyono, 2005:13).

This research was carried out in the working area of the Ministry of Religion of the City Manado, which is focused on Madrasah Aliyah (abbreviated as MA) teachers, which is the secondary level of formal education in Indonesia, equivalent to high school. The implementation time is planned to start in November 2021 until March 2022. Population and sampling technique The type of research conducted is survey research, in which information is collected from

respondents using a questionnaire (Singarimbun and Effendi, 2006:3). The target population in this study were Madrasah Aliyah teachers in the Ministry of Religion Office area of Manado City. The sample is part or representative of the population under study (Sugiyono, 2005:56). The sample in this study was determined using the Taro Yamani or Slovin formula (Taniredja and Mustafidah, 2011:38), as follows:

$$n = \frac{N}{Nd^2 + 1}$$

Where: n = Number of samples sought

N = Total population

d = precision value (set 10%)

based on and calculation with the formula, the sample size taken is:

$$n = \frac{153}{153 \times 0,1^2 + 1} = 60,47 = 60 \text{ responden}$$

From the total sample of 60, the number of samples for each school/madrasah was determined by proportional random sampling with the formula:

$$ni = \frac{Ni}{N} \times n$$

Where : ni = Number of samples per school

n = Total number of samples

Ni = Total population per school

N = Total population

From this formula, the number of samples according to each school is obtained which is summarized in the following table

Table-1. Number of Samples and its spread

No.	School name	Calculation	Number of Samples
1.	MAN Model Manado	$\frac{73}{153} \times 60 = 28,62$	29
2.	MAS Assalam Manado	$\frac{20}{153} \times 60 = 7,84$	8
3.	MAS Alkhairat Manado	$\frac{16}{153} \times 60 = 6,27$	6
4.	MAS Al-Muhajirin Manado	$\frac{15}{153} \times 60 = 5,88$	6
5.	MAS PKP Manado	$\frac{10}{153} \times 60 = 3,92$	4
6.	MAS Darul Istiqomah Manado	$\frac{19}{153} \times 60 = 7,45$	7
Amount			60

Data collection technique

1. Primary Data Collection

Primary data is the result of filling out questionnaires by respondents who were sampled in the study. Primary data collection was done by making a questionnaire as many as 60 copies and given to Madrasah Aliyah teachers in Manado City.

2. Secondary Data Collection

Secondary data is supporting data in the form of reports, files or notes made by the Office of the Ministry of Religion of the City of Manado, especially in the field of Islamic education. Secondary data collection is done by submitting an application to the Head of the Manado City Ministry of Religion to obtain secondary data that can support in deepening and sharpening the analysis of the discussion of research results.

DISCUSSION

The Effect of Interpersonal Skills on the Performance of Madrasah Aliyah Teachers in Manado City Interpersonal competence (interpersonal skills) are skills that enable people to relate to others in mutually fulfilling ways. Interpersonal competence complements intrapersonal competence (Surya, 2003:52). Both are needed for psychological growth. If people can relate to themselves and others well, then they will be able to fulfill their needs well.

The simple correlation between interpersonal skills (X1) on the performance of Madrasah Aliyah teachers in Manado City (Y) was obtained, namely $r = 0.511$, meaning that it had a positive and quite strong relationship. While the determinant or $r^2 = 0.262$ or 26.20% means that the change in teacher performance which can be explained by the interpersonal skills variable is 26.20%.

Interpersonal competence (ability) is the ability to adapt in communicating based on the context of the interaction and based on the context of the person who is a friend to communicate (Hanurawan, 2010: 138).

If this is associated with learning, a teacher must be able to adapt to the conditions or circumstances in the learning process. For that we need a good communication between the principal and the teacher, when the teacher feels an important part in the madrasa, the teacher will work optimally.

According to Sarah (2021) an institution certainly needs a leader who has a leadership spirit. This is because one of the things that has a significant impact on a team's ability to achieve its goals is leadership. The power possessed by a leader greatly affects others in the scope of his work. Having the ability to lead and influence subordinates and assign tasks to be done is called power. Interpersonal communication has four components: (1) dissipating ideas, (2) admonishing and disciplining subordinates, (3) communicating messages, and (4) familiarity with subordinates. Communication has an impact on organizational performance, can offer feedback to improve employee performance, can communicate company goals to subordinates, and can affect the interaction and communication between leaders and subordinates. Through individual and collective contributions, this pattern will have an impact on improving teacher performance in the organization. The implementation of interpersonal communication in the world of education can be done by the principal. Positive interpersonal communication can affect the structure of communication exchanges between leaders and subordinates in order to improve organizational performance and in school institutions the principal is fully responsible for advancing schools, improving teacher and employee performance, and realizing effective schools.

Furthermore, the simple regression formula between the interpersonal skills variable (X1) and the performance of Madrasah Aliyah teachers in Manado City (Y), namely: $Y = 36.91 + 0.534X1$ from the formula can be interpreted as having a positive influence, meaning that if interpersonal skills (X1) increase then the teacher's performance Madrasah Aliyah in Manado City (Y) will also increase, and vice versa.

According to Mesiono, Rosida, Ahmad Sulaiman (2021) Including through interpersonal communication, Madrasah principals can motivate/encourage teachers or employees to improve their work performance. Communication that occurs in Madrasahs, especially between the Madrasah principal and the teacher, if carried out properly and intensively, will affect the attitude of the teacher in carrying out their daily duties, which will lead to an increase in their

performance in Madrasahs. Conversely, if the communication interaction process that occurs in Madrasahs is not good, it will give birth to an apathetic attitude. Especially when there is a difference of opinion or conflict between them. If that happens, it can have an impact on work results that are not optimal. Therefore, between the two parties need to establish two-way communication or intensive reciprocal communication. So that there is mutual openness and harmonious cooperation between the head of the Madrasah and the teacher, so that the goals to be achieved by the educational institution can be achieved. In general, communication takes place reciprocally and produces feedback directly in response to a message.

Two-way communication and direct feedback will allow for effective communication. The essence of this interpersonal relationship is that when communicating, the head of the Madrasah not only conveys the content of the message, but also builds a good relationship with the communicant (teacher) and related parties in the Madrasah. Interpersonal relationships are formed when the process of reciprocal message processing occurs, both verbally and non-verbally or vertically or horizontally. When interpersonal relationships grow, interpersonal communication also occurs, which is a communication process that requires more than one person

From this description, it shows that the interpersonal skills of the madrasah principal have an influence on improving teacher performance, where the teacher does not only abort obligations, but the madrasah principal directs the teacher with high awareness to carry out his duties and functions well. This can be seen from the seriousness of the teacher in preparing plans that are tailored to the needs of students, carrying out learning according to plans, and conducting continuous evaluations to analyze student development during learning.

Education takes place in association, including the principal of the madrasah and the teacher. Teachers continue to interact because it is true that the principal and teacher are social beings, namely beings who always interact with each other to help each other, want to move forward, want to gather, want to adjust to living in togetherness and so on (Salam, 2010:16).

The principal always socializes with other individuals. The initiation of formal education not only increases the teacher's opportunity to improve adjustment problems so as to encourage the behavior desired by students whose solutions lie under the skilled and sympathetic head of the madrasah.

This can be interpreted that the interpersonal skills of the madrasah principal also provide a stimulus to improve the performance of madrasah teachers. When the madrasah principal communicates with the teacher who always maintains manners, ethics and morals, then this will be at the bottom of the teacher's work routine. So this is one part of the interpersonal skills of the madrasah principal to improve teacher performance. In madrasahs it is often found that there are teachers who are competent but have low discipline, there are also vice versa who are less competent but have high discipline, so that one of the stimuli is that the head of the madrasah always provides guidance and opportunities to participate in training.

Benny Mu'alim (2019) Interpersonal skills in improving teacher performance are generally shown from the principal's communication with teachers regarding the program to be implemented. The principal of the madrasah conducts this communication in the teacher council meeting. In forming a good pattern of communication between the principal and the teacher and between the teacher and the teacher, the headmaster arranges the teacher's desk in the office in a U-shape. The headmaster arranges the teacher's desk so that the teacher in communicating can look at each other directly and also no one has their back to their back. In the implementation of supervision, the madrasah principal has not been able to carry out optimally. This is in administrative supervision and learning supervision. So that the head of the madrasah has not provided services in learning optimally. The head of the madrasah also motivates teachers so that teachers always improve their performance so that they become better. The principal of the madrasah provides motivation to the teacher at the teacher council meeting. The principal strategy of the madrasah is to provide mutual motivation between teachers so that they remain enthusiastic in improving teacher performance.

The hypothesis of the research results, with a significant significance of 0.00 so that it can be described as $0.00 < 0.05$, meaning that accepting H1 it can be concluded that there is a positive and significant influence between the interpersonal skills of the madrasah principal (X1) on the performance of Madrasah Aliyah teachers in Manado City (Y) .

If it is associated with this research, one of the influences on teacher performance is the head of the madrasa. Where one of the principal competencies is interpersonal skills, this has a positive and significant relationship. So in this study, teacher performance is more specific, one of which is influenced by the interpersonal skills of the madrasa principal. The existence of interpersonal skills is expected to improve teacher performance in the learning process. where the teacher's performance is always related to teacher preparation and learning implementation.

1. The Effect of Compensation on the Performance of Madrasah Aliyah Teachers in Manado City

From the description shows that compensation plays an important role in improving the performance of human resources in the organization. One of the human resources in the madrasa environment is the teachers. Where the teacher is the spearhead of the madrasa in improving the quality of learning. For this reason, the madrasa must be able to manage compensation properly, because it has a positive impact on teacher performance.

Simple correlation between compensation (X2) on teacher performance Madrasah Aliyah in Manado City (Y) obtained results, namely $r = 0.562$, meaning that it has a positive and quite strong relationship. Meanwhile, the determinant or $r^2 = 0.315$ or 31.50% means that the change in teacher performance can be explained by the compensation variable (X2) of 31.50%.

According to Malay SP Hasibuan (2010:37), the objectives of providing compensation (retribution) include:

- a. Employment Association; With the provision of compensation, a formal bond of cooperation is established between the leader and his employees. employees must carry out their duties properly, while management is obliged to pay compensation in accordance with the agreed agreement. This can be interpreted that madrasa teachers must have work targets that must be completed. Of course, in carrying out its duties and functions, the target of the work is in the context of learning, namely the achievement of general and specific learning objectives.
- b. Job satisfaction; With remuneration, employees will be able to fulfill their physical, social status, and egoistic needs so as to obtain job satisfaction from their position. The teacher as an employee in a madrasa, of course, if compensation is met in proportion to his work, he will get satisfaction with the job.
- c. Effective Procurement; If the compensation program is set large enough, it will be easier to find qualified employees for the organization. One of the policies in improving teacher performance is the provision of compensation, so madrasa management must be able to manage compensation properly, such as: paying teacher salaries in accordance with the standards set by the government. Moreover, government policies, especially teachers, are always directed at teacher certification. Teachers are motivated for certification because it is always associated with proportional compensation.
- d. Motivation; If the remuneration provided is large enough, the manager will easily motivate his subordinates. As a national policy that teachers are considered as professional positions, so when carrying out their duties and functions they are always directed at the achievements obtained in madrasas, so that the compensation received must be in accordance with the volume of their duties. This will motivate teachers to work well.
- e. Stability; employees with compensation programs based on fair and proper principles as well as externally competitive consistency, the stability of employees is more guaranteed because the turn-over is relatively small. With good compensation, the stability of the teacher's work is well

maintained, the teachers will be focused on teaching, so that the students become the main goal of the teachers, namely progress during the implementation of learning.

f. Discipline; With the provision of remuneration that is large enough, the discipline of employees is getting better. They will be aware of and obey the applicable regulations. One of the attitudes that must be possessed by teachers is discipline, because teachers are role models for students. For this reason, the compensation can have a positive influence on the work discipline of teachers at Madrasah Aliyah, Manado City.

g. The influence of the trade unions; With a good compensation program the influence of trade unions can be avoided and employees will concentrate on their work. Within the teacher environment there are also several organizations, such as: MGMP and KKG. These are made in order to improve teacher performance.

h. Government Influence; If the compensation program complies with applicable labor laws (such as minimum wage limits) then government intervention can be avoided. This shows the importance of the government's influence in regulating the standard of compensation given to Madrasah Aliyah teachers in Manado City. Based on the rules set by the government, the madrasa manages the compensation according to its standards.

Based on this description, the importance of compensation to improve teacher performance. The existence of good compensation will have an impact on teachers in terms of motivation, stability in carrying out tasks, discipline and satisfaction in carrying out tasks. Madrasah management must be able to manage compensation properly, so that teachers feel that the compensation given is appropriate or proportional to their work.

Likewise, research by Maharani, Zakaria, Muh.Rasmi (2020) The high and low performance of teachers is closely related to the compensation system set by the madrasa. Improper compensation has an effect on improving teacher performance. The inaccuracy in giving compensation is caused by giving the type of compensation that is less attractive and the awarding is not appropriate. Compensation is one of the important factors and is a full concern for madrasas in retaining quality teachers. Various madrasas compete to get quality teachers, because the quality of work is determined by the competencies possessed by the teacher. A good compensation system is able to provide satisfaction for teachers which allows madrasas to acquire, hire, and retain teachers. All teachers are entitled to a good income, including honorary teachers in the form of salaries and allowances. In Law No. 14 of 2005 concerning Teachers and Lecturers Article 14 states that all teachers are entitled to a decent income above the minimum living needs and social welfare guarantees.

This also applies to teachers in Manado City, where one of the factors that can improve teacher performance is the provision of appropriate or proportional compensation. In addition, there are government policies as stated in the Law of the Republic of Indonesia Number 14 of 2004 concerning teachers and lecturers as stated in Article 14. There is the right of teachers to earn a decent income. Adequate needs mean that they can meet minimum standards and the existence of social welfare guarantees.

Furthermore, the simple regression formula between the variable Compensation (X2) and the performance of Madrasah Aliyah teachers in Manado City (Y), namely: $Y = 39,079 + 0,541X_2$ from the formula can be interpreted as having a positive influence, meaning that if compensation (X2) increases then teacher performance (Y) will also increase, and vice versa.

The description supports this research where there is a positive and significant effect between compensation and teacher performance. There are various types of compensation, whether received materially or in the form of awards. Where one form of appreciation given by madrasa management is involvement in madrasah activities such as MGMP or KKG, where when teachers are included in these activities, teacher motivation will appear or form high performance.

Communication in the field of education is something that supports the creation of good relations between education providers in order to achieve educational goals as formulated in the national goal, namely the intellectual life of the nation and state. Communication is an important action in human life without exception. Likewise in the world of education, communication is considered necessary because it will deliver the education process to be smooth and good. The school organization consists of the principal, teachers, school committee, and parents. All of them must have synergy and good forms of communication for the smooth implementation of education in schools. In this research, the importance of communication will be raised to the surface of educational studies which have derivatives with education systems and management in schools through communication relationships between school principals and teachers. In educational institutions, or schools, we recognize the existence of principals and teachers. Principals and teachers are two important elements in the education system in schools. The principal should have the ability to regulate, guarantee, and direct teachers so that they can carry out their duties as teachers, namely educating students to be directed and guided. However, we realize that the communication relationship between the principal and the teacher does not always occur in harmony, but there are also times when there is a conflict that can cause the harmonious relationship between the two to break up, both institutionally and personally.

From this description, the interpersonal skills of the head of madrasah aliyah in Manado City must pay attention to the initiative, when he sees teachers experiencing problems in learning, the head of madrasah must take the initiative to deal directly with the problem of the teacher. Build an open attitude which invites teachers to be open in all things, especially with regard to the obstacles faced in carrying out their duties. Assertiveness in which teachers and principals openly reveal what needs to be done to improve the quality of education. The madrasa head provides emotional support to teachers, so that teachers feel an important part of the madrasa, and finally resolves conflicts between teachers.

The journal shows that there is a significant effect between compensation and teacher performance. This also applies in this study, where MA teachers in Manado City must get compensation as agreed or in the rules. The better the compensation given, the better the teacher's performance will be. The measure of teacher performance is that they can carry out work according to their duties and functions.

CONCLUSION

Based on the results of research and discussion, the conclusions in this study are:

1. In simple terms, there is a positive and significant effect between interpersonal skills and the performance of Madrasah Aliyah teachers in Manado City, where $Y = 36.91 + 0.534X_1$ and the hypothesis value is $0.00 < 0.05$.
2. Simply put, there is a positive and significant effect between compensation and the performance of Madrasah Aliyah teachers in Manado City, where $Y = 39,079 + 0.541X_2$ and the hypothesis value is $0.00 < 0.05$.
3. Simultaneously there is a positive and significant effect between interpersonal skills and compensation on the performance of Madrasah Aliyah teachers in Manado City, where the formula $Y = 27,583 + 0.361X_1 + 0.412X_2$ and the hypothesis value is $20.38 > 4,009$ or $F\text{-count} > F\text{-table}$.

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